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| **Reader** | **Scribe** | **Questioner** | **Group Leader** |
| Reads the article aloud while other read it silently to themselves | Writes down the groups answers to the questions | Reads the questions aloud to the group | Asks any questions to the teacher, makes sure all parties are doing their jobs |

**With your groups, answer these questions on a piece of a lined paper.**

a. When did Kansas first “ignite” a national debate on the teaching of evolution?

b. What may new science standards require of Kansas teachers?

c. Where did the 1925 Scopes Monkey Trial take place?

d. What is “intelligent design,” as defined by the article?

e. Why did no defenders of Darwinism testify at the hearings?

f. Who called the hearings?

g. What measures did Ohio adapt in 2002?

h. Legislators in which states have recently introduced similar bills?

i. In how many states are residents currently challenging the teaching of evolution on the local level?

j. Do the standards proposed for Kansas refer to intelligent design?

k. What is creationism?

l. When were Kansas state standards last under review?

m. What did conservatives on the school board then do?

n. How would the new state standards change the definition of science?

o. What body is generally responsible for “devis[ing] curriculums” in Kansas?

p. What did the experts testifying on May 5 argue?

q. How did most of the experts respond when asked if they believed Homo sapiens “descended from pre-hominids”?

r. How old did they typically suggest the earth was?

s. How did anti-evolution scientists “try to undermine the notion that all species had a common ancestry”?

t. What evidence did they offer of a “designed universe”?

u. What film did Dr. William S. Harris mention as support for “intelligent design”?

v. Why does Linda Holloway suggest that pro-evolution experts were unwilling to testify?

w. Does Erica Heikl believe in evolution?

x. Why does she believe that students should hear challenges of evolution as part of the curriculum?